

**From:** Deb Davis [jdavis8@maine.rr.com]  
**Sent:** Wednesday, February 16, 2011 1:36 PM  
**To:** Keenan, Arthur  
**Subject:** Chapter 33 Update Comments

Good afternoon,

Good speaking with you on Monday. Thank you for inviting me to join this Stakeholder's group. I've read every thing that has been posted on the website. I look forward to being there tomorrow. Here are my comments so far.

1.2 Local Policy Required: Parents and students would like to have an opportunity to have input on local policy. And we want to be informed of these policies.

As a parent, it was very upsetting to find out about a "therapeutic restraint" after my child had his 1st experience. It's extremely shocking and traumatic. I felt like someone had punched me in the stomach & I could barely breathe. Not to mention how shocked/stressed/traumatized my child was. We need to better prepare our kids and their families. Regular education students, special needs students & parents would all benefit from opportunities to be informed of these policies. The "Student Handbook" should have a reference to these policies. Not just on a website with an obscure name of JKAA.

1.3 Documentation: Call this Documentation and Notification?

As a parent, one of the most stressful and traumatic parts of this process is the waiting for or getting the "phone call." I would like to know that the school has a clear plan of notification. It is so helpful to be notified ASAP, before the child arrives home.

4.5 Training: Extend this to students and parents?

There are many great opportunities to reduce a physical restraint and seclusion timeout. A training for parents and students may be a way to know what to expect and possibly reduce how many emergency interventions are needed. Trust could be fostered.

Another issue to consider is the mental health of students, their families and staff involved. The invisible issue.

It is underestimated how greatly these traumatic events impact the student, their family, and the staff involved. Any of these people may develop a form of PTSD. Some of these students have already been diagnosed with disorders like Anxiety Disorder, Sensory, Visual & Auditory Processing Disorders, Autism Spectrum Disorders, ADHD, etc. Any mental health support would be helpful for well being. Any student who has experienced a physical restraint or a seclusion timeout should be referred to a guidance counselor or clinician.